

## Problem Solving

Overcoming limits or barriers that are in the way of reaching goals  
(10 of 13 thinking/reasoning skill processes)

### Creating a Performance Task

**Step 1:** Identify a content standard to be taught.

**Step 2:** Select thinking/reasoning skill processes.

**Step 3:** Write a 1<sup>st</sup> draft of the task incorporating steps 1 and 2.

**Step 4:** Identify standards from Learner Performance goals (LLL) to be included and revise task to make these standards explicit.

**Step 5:** Identify what kind of product/performance will be produced, add it to the performance task description.

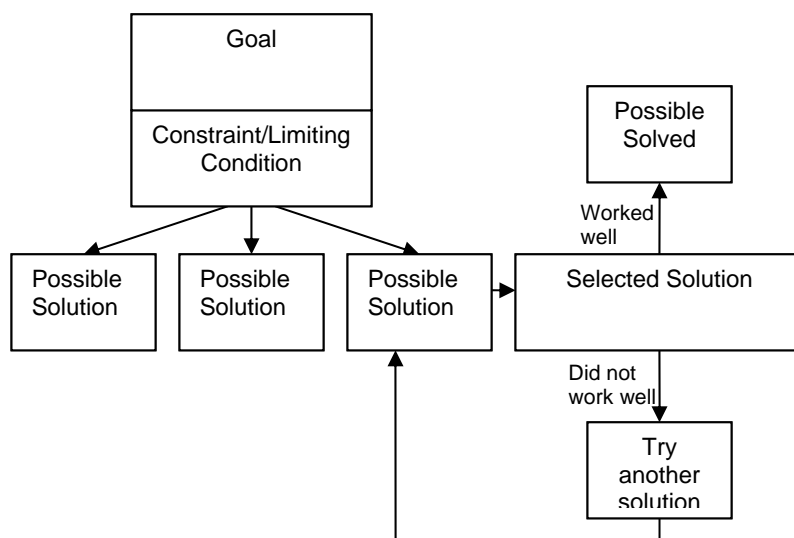
### Questions the Process Helps Explore

- ☐ What am I trying to accomplish?
- ☐ What are the limits or barriers that are in the way?
- ☐ What are some solutions for overcoming the limits or barriers?
- ☐ Which solution will I try?
- ☐ How well did it work?
- ☐ Should I try another solution?

### Steps in the Process

1. Identify the goal you are trying to accomplish.
2. Identify the constraints or limiting conditions.
3. Determine exactly how these constraints or limiting conditions are preventing you from reaching your goal.
4. Identify different ways of overcoming the constraints or meeting the limiting conditions.
5. Select and try out the alternative that appears to be the best.
6. Evaluate the effectiveness of the alternative you have tried.

### Optional Graphic Organizers



### Teaching a Thinking Skill

- ☐ Introduce skill, give several examples, and discuss its performance (when, where, how to use it).
- ☐ Explain mental processes to do the thinking, model the process.
- ☐ Let students practice the skill several times using personal, easy to understand content.
- ☐ Put the skill into the context of your academic content.
- ☐ Model, model, model!

### Example

Prepare a dinner menu for a group that includes a vegetarian, a person on a strict, low fat, low cholesterol diet, and a person with a hiatal hernia (no spicy foods).